

# Comparison of curriculum strategies for the prevention of child sexual abuse (CSA) in developing and developed countries

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## Abstract

This research is an integrative literature review regarding comparison of curriculum policies in preventing Child Sexual Abuse (CSA) in Developing and Developed Countries. This research focuses on the Child Sexual Abuse (CSA) prevention curriculum. Data collection was obtained from four different databases: Science Direct, SCOPUS, ERIC (Ebscohost) using six different search terms. A total of 77 publications were found. Based on school safety 2, child sexual abuse 19, school-based prevention 29, CSA prevention education 27 publications were included in the data analysis. The findings from this literature study are intended to provide new information to stakeholders in schools regarding the analysis of differences in the implementation of preventive policies by developed and developing countries. The literature study indicates that developed countries are more effective in implementing curriculum policies to prevent sexual violence against early childhood than developing countries, highlighting the influence of resource disparities.

**Keywords:** *early childhood; csa prevention curriculum; child sexual assault.*

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## Introduction

In the last decade, a global shift has occurred, it is characterized by an increase in cases sexual violence in early childhood. The increase in ECE (Early Childhood Education) sexual assault cases needs to be a concern because it has an impact on the future of early childhood life. Teaching sex education in early childhood is now necessary to maximize the role of education, especially in education early childhood sex. There are some interesting facts about child protection Indonesia. Surveys in developed countries such as England and Wales in March 2020, estimated 1.8% of adults aged 16 to 74 years (773,000) experienced sexual violence (already tried) in the year then. Following fluctuations in prevalence over the past 15 years, the latest estimates are significantly more low compared to the year ended March 2019 (2.4%); the decline was mostly driven by a reduction in indecent exposure or unwanted sexual touch. While the volume of sexual offences recorded by police almost tripled in some last year, the latest figures for the year ended March 2020 showed a decrease of 0.7% to 162,936 violations compared to the previous year. There's an interesting fact the situation of child protection that occurs in developing countries, namely indonesia. Online information system Data protection of women and children (Simfoni-PPA) shows during the period 2019-2023 cases of sexual violence in children continue to increase, data on violence cases as of May 2023 recorded 5,867 cases, 2022 recorded 17,641 cases, 2021 recorded 15,914 cases, 2020 recorded 12,412 cases, 2019

recorded 12,285 cases, with a total number of cases 2019-2023 amounting to 64,119 cases of violence that occurred in son (Kementrian Pemberdayaan Perempuan dan Perlindungan Anak, 2023).

According to a report from the World Health Organization or WHO in 2010, about 20% of women and 5-10% of men worldwide have experienced acts of sexual violence as children (Septiani, 2021). Information related to incidents of sexual violence against children in Indonesia that caused a stir in the community includes cases of abuse at JIS kindergarten, the case of Emon in Sukabumi who raped and sodomized 120 children and adolescents, and the case of a businessman in Kediri who raped 58 children (Novita, 2021). Based on the exposure of these statistical data, cases of sexual violence in children are not new, but the number of reported cases has increased significantly. Factors contributing to this increase include social change, technological developments, and lack of public awareness of the importance of protecting children from sexual crime. Sexual violence that often occurs in children in Indonesia is usually carried out by the closest people, such as teachers, other people, even by the child's step-parents (Kholida, 2019). Children who experience acts of sexual violence tend to feel fear, sadness, and loneliness in the long run so that they are reluctant to talk and their family relationships are increasingly tenuous (Noble-Carr et al., 2020).

The increasing number of cases of sexual violence in each developing country and developed countries is a concern that requires stakeholder policy efforts in each country so that cases of sexual violence can decrease. The need to optimize the role of teachers and stakeholders in each school in trying to prevent child sexual abuse. Supported by the results of research such as Laksana (2020) which states that the role of stakeholders in schools has an important role in realizing a learning atmosphere and learning process that directs learners to actively develop their potential in the fields of spirituality, self-control, personality, intelligence, noble character. character, and skills needed himself, society, and nation. Thus, curriculum and constructive efforts applied in learning are important to be developed (Laksana et al., 2020). Learning and instruction are a variety of learning activities that involve teachers and students to achieve learning objectives should still pay attention to three domains of student ability, namely Cognitive, Affective, and psychomotor (Laksana et al., 2020). Considering the importance of early childhood education, it is a basic Planting for the physical, intellectual, socio-emotional, cognitive, artistic and language growth of children (Kemendikbud in Laksana et al., 2020). The competencies that Early Childhood Education (ECE) teachers must have must at least meet the standards and with these competencies the teacher is considered an exemplary personal figure because he is able to show virtue in the practice of his life's behavior and learning can be carried out well (Surahman & Aziza, 2020). Therefore, this literature study aims to identify and analyze the differences in the implementation of preventive policies by developed and developing countries. Assessing the preparedness of CSA prevention from each developed and developing country serves to identify key gaps and preparedness in addressing and preventing violence against children.

This integrative review research is based on the findings of a broader study focusing on the application of curriculum in early childhood education in the Prevention of CSA. The main objective of this integrative review is to explore and describe the research literature that focuses on the implementation of curriculum policies in CSA (Child Sexual Abuse) detention in early childhood education institutions. The findings of this literature study are intended to provide new information to stakeholders in schools regarding the implementation of child sexual abuse prevention curriculum policies from various developed and developing countries, as a consideration for stakeholders in the early childhood environment in implementing policies.

## Methodology

This study uses an integrative literature review approach (Toharo in Pihanperä et al., 2022). In this study, integrative literature review method was chosen through narrative

approach, because it is done more systematically, although both are forms of descriptive literature review (Salminan in Pihanperä et al., 2022). The integrative approach was chosen over the systematic approach, since it is possible to include many types of scientific publications in the data (Salminan in Pihanperä et al., 2022). An integrative literature review makes it possible to address emerging areas of research and provide new insights, concepts and theories from different disciplines and a critical analysis of the literature is required to highlight ideas and supporting points of perspective in advancing research (Saleh & Brem, 2023). The literature review search procedure was carried out during March – June 2023. Inclusion criteria peer-reviewed publications and full-text research articles, dissertations, and scholarly book chapters published in English between 2018 and 2023. To be included in the analysis, the publication is required to explicitly describe the application of CSA prevention efforts to children. It is also necessary to focus on research, implementation of curriculum policies on individual countries.

**Tabel 1. The literature review search procedures included (n = 77) databases**

Istilah Pencarian (n=)	Database				Total Search Results <i>n</i> = 2766 <sup>1</sup> <i>n</i> = 158 <sup>2</sup> <i>n</i> = 77 <sup>3</sup>
	Science Direct	Taylor & francis online	Scopus	ERIC (institut of education sciences)	
Safe AND Guarding AND In AND School )	4.504	22	14	722	54.224
	45	0	2	6	53
	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>
Child AND Sexual AND Abuse	10.888	127,902	33.808	132	218.949
	25	7	5	35	23
	<b>11</b>	<b>2</b>	<b>1</b>	<b>5</b>	<b>19</b>
Curriculum AND School AND Based AND Prevention	4480	98,096	0	2.315	104.891
	17	5	3	5	20
	<b>21</b>	<b>4</b>	<b>1</b>	<b>3</b>	<b>29</b>
CSA AND Prevention AND Education	2.737	3.276	119	8	6140
	30	6	5	5	46
	<b>20</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>27</b>
<b>Total</b>	<b>54</b>	<b>9</b>	<b>4</b>	<b>10</b>	<b>77</b>

**Description:** <sup>1</sup>quantities of all search results; <sup>2</sup>quantities of search results that meet the criteria for the Prevention of child sexual abuse; <sup>3</sup>quantities of search results that meet the criteria for the Prevention of child sexual abuse and are included in the analysis in bold.

Analysis of data from this integrative literature review was carried out through a classification process. After reading (n=77) and writing initial notes on the implementation of the Child Safe Guarding curriculum policy. Literature Classification in this study are: (1) Safe Guarding School; (2) Child Sexual Abuse; (3) Curriculum based school prevention; (4) CSA Prevention Education. For example, some publications report the implementation of curriculum policies in the Prevention of CSA in developed and developing countries while others do not. The analysis was continued due to the general nature of the description of CSA prevention in each country.

In an integrative literature review, data synthesis is required (Tonakko in Pihanperä et al., 2022). It is defined as a creative activity that generates summaries of data and the generation of new knowledge or perspectives. In this study, the synthesis process is carried out from three different perspectives that are based on research questions. This form of synthesis process followed mainly " taxonomic or other conceptual classification constructs"

(Tonakko in Pihanperä et al., 2022). The classification is based on previous research on curriculum policy implementation in CSA prevention. First, the Safe Guarding School, was chosen for in-depth research. A number of 2 publications ( $n = 2$ ), second, the classification of Child Sexual Abuse a number of 19 publications ( $n=19$ ). Third, the classification of Curriculum school Based Prevention has 29 publications ( $n=29$ ). The purpose of the third perspective is to form a general view of the application of the curriculum in the Prevention of sexual violence in children. Fourth, CSA Prevention Education has 27 publications ( $n=27$ ). The objective of the fourth perspective is to form a general view on the Prevention of CSA (Child Sexual Abuse) in each country.

## Result And Discussion

The results of the Data consisted of research articles ( $n=77$ ) research methods including quantitative ( $n= 34$ ), qualitative ( $n=42$ ) and Symposium ( $n=1$ ). Publications include those published between 2018-2023 ( $n=77$ ) the search terms and databases used are the following School Based Prevention, Safe Guarding in School, Child Sexual Abuse, CSA Prevention Education. The purpose of the first research question was to determine the literature review from different countries regarding the implementation of school-based sexual violence prevention curriculum.

### Safe Guarding in schools

The results of the Data consisted of research articles ( $n= 2$ ) research methods including quantitative ( $n= 0$ ), qualitative ( $n=1$ ), and Symposium ( $n=1$ ). Publications include those published between 2019-2023 ( $n=2$ ) the search terms and databases used are the application of safe guarding in Early Childhood Education (ECE). The purpose of the research question is to find out how the Prevention of security policies in early childhood schools. The results of his research how to provide a better understanding of how the involvement of children and teachers and the completion of school CSA prevention programs can impact learning, and can improve CSA prevention knowledge. The results of Draugedalen's research (2021) indicate that there are three policy initiatives that need to be prioritized in the implementation of Safe guarding in schools, including : (1) training on healthy, problematic, and dangerous sexual behavior is required in all schools and institutions that work together; (2) cross-disciplinary legal cooperation between schools and relevant agencies to be enhanced; (3) national guidelines for the Prevention of sexual violence in schools, creating a comprehensive structure, to be developed and implemented. Nineteen informants from six schools participated in focus group interviews at their respective schools in the southeastern region of Norway in May and June 2019. Fifteen informants were primary school teachers, three principals and another principal a social worker. The research methods were conducted through focus group interviews transcribed verbatim, and the transcripts and field notes were analyzed using thematic analysis. The findings suggest that teachers assume that CSA prevention is an exceptional individual Professional Responsibility and requires multi-agency cooperation and coordinated practice (Draugedalen et al., 2021). Gifford (2023) on his findings stated that children of CSA victims should have the opportunity to disclose the events that occurred to Doctors Without caregivers either teachers or parents. Doctors also conduct multi-agency strategy discussions that include pediatric and SARC representations to obtain accurate and informative information (Gifford, 2023). The findings of the study in the literature review indicate that the need for cooperation between multi-agency in implementing Safe guarding policies in schools.

### Child Sexual Abuse

The data included 19 research articles from 2019 to 2023, with research methods predominantly qualitative ( $n=18$ ) and one quantitative ( $n=1$ ). The study examined child sexual



abuse (CSA) and prevention, using search terms such as CSA and CSA prevention in databases such as CSA.

One research question aimed to identify cases of sexual violence around the world and to highlight shortcomings in England and Wales in protecting children from abuse. Recommendations were made to improve protection (Bright, Sayedul Huq, et al, 2022). Similarly, the IICSA Truth Project revealed that religious and community leaders often prioritise the reputation of an institution over the safety of CSA victims (Bright, Roehrkasse, et al., 2022). Blakemore (2017) highlighted how institutional settings can exacerbate the trauma of CSA and hinder disclosure, conviction, support and protection. The Australian Royal Commission linked child sexual abuse to negative psychological outcomes (Blakemore et al., 2017). Some UK schools struggle with subtle sexual harassment, which is often normalised and under-reported (Allnock & Atkinson, 2019).

In the US, teachers are trained to educate students to recognise, reject and report unsafe situations to prevent CSA (Nyberg et al., 2023). In Indonesia, despite strong child protection policies, research by Wismayanti (2021) found limitations in legislation, policy implementation and service coordination due to limited knowledge and taboos surrounding CSA. Three key issues emerged: children as vulnerable victims, limited access to services, and discrepancies between law and policy. Developing countries face challenges in maximising violence prevention due to low public awareness of child self-protection, in contrast to developed countries where communities prioritise it despite barriers.

### **Curriculum Based School Prevention**

The results of the Data consisted of research articles (n=29) research methods including quantitative (n=16), qualitative (n=13). Publications include those published between 2019-2023 (n=29). The search term and database used is the implementation of sexual violence prevention curriculum. The purpose of the first research question was to determine the Prevention of violence committed in several schools of each country, knowing the application of the school Based Prevention curriculum. Literature findings show that the application of the introduction to sex education curriculum program in Canadian research is a school-based program called "Who Do you Tell?". A child sexual abuse investigation Program that has been in place for 35 years in Calgary, Canada. The United States sought to encourage states such as the city of Calgary, Alberta, Canada to pass legislation and make sexual education compulsory in school curricula (Tutty et al., 2020). A train-the-trainer model in Hawai'i, the Sex Abuse Treatment Center (SATC) developed, in collaboration with the Hawai'i Department of Education, a prevention program, consisting of four separate curricula (grades K-2; grades 3-5; middle school; and high school) aimed at preventing sexual violence. Each curriculum is designed to be developmentally appropriate for the specific age group targeted. The kindergarten through 2nd grade curriculum includes three lessons that focus on teaching children body awareness and safety through two rules: (1) no one should touch my private parts unless it's to keep me healthy, and (2) no one should ask me to keep secrets about touching. Nyberg (2023) literature review findings in New York state that one aspect of preventing child sexual abuse (CSA) needs to involve training teachers in how to recognize, reject, and report unsafe situations. The implementation of CSA prevention training can directly benefit teachers in terms of overall school knowledge, attitudes, and climate, providing support for incorporating it into comprehensive school health initiatives (Nyberg et al., 2023). The findings of Gerda's research (2022) show that the method of approaching sexual education in children in Indonesia is still conventional, namely through a lecture approach, teachers experience sociocultural barriers in the introduction of sex education in schools because the community considers sex education in children a taboo subject (Gerda et al., 2022). The results of research in the literature review showed that efforts to implement curriculum policies in introducing sex education to children in developing countries still use conventional methods and the dominant community is skeptical of sex education, in contrast to developed

countries such as Canada which requires sexual education to be applied in early childhood education.

### **CSA Prevention Education**

The results of the data (Table 2) consisted of research articles (n=27) research methods including quantitative (n=17), qualitative (n=10). Publications include those published between 2019-2023 (n=27). The search terms and databases used are the following CSA Prevention Education, CSA preventive efforts in education. The purpose of the first research question was to find out how the implementation of the curriculum habits of the application of prevention of sexual violence in children in the field of Education. The findings of an integrative literature review in this study indicate that child sexual abuse prevention/education programs were first developed in the 1970s, primarily offered to children in elementary schools (Tutty et al., 2005). Preschool programs, mostly with great emphasis on parental involvement, were developed later and are relatively common. Although initially only a focus in Western countries, recently School-based CSA programs geared toward children have been developed around the world, for example, Ecuador; Korea, China and Taiwan, South Africa, Turkey and Malaysia (Tutty et al., 2020). Other findings indicate that there are strategies that should be focused on prevention preventively in preventing CSA, while strategies that need to be focused include : (1) equipping children with resistance skills so as to increase the effort required for perpetrators to engage in offensive behavior; (2) providing education for teachers in introducing and understanding risk factors and signs and how to apply situational risk mitigation; and (3) increased liability around reporting sexual abuse of children and those engaging in potentially grooming behaviors (Russell et al., 2020). Other findings in Russell's study show that Western and developed countries have been working on the development of programs and strategies in the Prevention of CSA. With the identification of specific contextual risk factors in developing countries, some researchers have begun to look at the effectiveness of prevention methods at the level of individual countries in developing and non-Western countries. The results showed that there was no evaluation review of CSA prevention strategies implemented in developing countries. Many Western countries have conducted official investigations and government reviews, and in response, many prevention activities have been implemented (through regulation by governments, as well as voluntarily by organizations) and the nature of organizations serving young people has radically changed through the primary process of institutionalizing disability and child welfare services. So far a review of research in developing countries has not found a role from the government on the increasing cases of sexual violence in children and there has been no institutional care in its prevention (Russell et al., 2020). The results of the study in the literature review showed that efforts to implement the introduction of sex education policies in developing countries have not been the role of the government in conducting treatment, further review is different from the case with developed and Western countries that have been working on the development of programs and strategies in the Prevention of CSA.

### **Discussion**

Based on the results of the curriculum comparison above, it can be seen that developed countries have sought CSA prevention efforts into the curriculum, compared with developing countries.

### **Child Sexual Abuse (CSA) Prevention**

The results of Tutty's research (2020) state that the main reason for the CSA prevention program is to treat and protect potential victims so that children can protect themselves, are able to seek help, recognize themselves. Interestingly, McGibbin, Humphreys, and Hamilton in Tutty (2020) suggest that the program could teach children who are currently or potentially

using sexually coercive behavior that such behavior is inappropriate. According to Wurtele in Tutty (2020) the core concepts covered by CSA prevention education typically address the following areas: "(a) helping children to recognize potentially harassing situations or potential abusers, (b) teaching children to try to fight back by saying "No" and distancing themselves from potential abusers, and (c) encouraging children to report prior or ongoing abuse of authority figures". Tutty (2020) adds the following: permission to say no to authority figures, understanding that trusted adults may act in abusive ways, rules about breaking promises and keeping secrets and that children are not to blame if they are touched in any way it feels uncomfortable. Programs use activities or exercises to engage young children such as theater productions and role-playing games. Some newer programs include online/web-based games or applications to teach CSA concepts. Innovative programs specifically for vulnerable populations such as students with learning difficulties or mild intellectual impairment have been developed. Recently a new approach targets adolescents in the hope of preventing the occurrence of CSA (Guastaferrero et al., 2023).

### **Impact of CSA (Child Sexual Abuse) on children**

The impact of CSA there is a short-term and long-term impact, in childhood literature review results (Russell et al., 2020) have identified the cognitive impact of Barerra in Russell (2020) mental health experienced by children associated with mental health namely depression, anxiety, and post-traumatic stress disorder, and suicide. Long-term effects carried over into adulthood include health becoming poor Amado in Russell (2020) as well as detrimental impacts on individual adult roles such as employment, childcare, education, and relationships De Joung in Russell (2020). The risk of sexual abuse of boys tends to be lower than that of girls (Russell et al., 2020). One reason, in addition to the need to understand the lifelong effects of abuse for male survivors, is the fear of a cycle of abuse based on the fact that the majority of adult child sexual offenders-and adolescents with adverse or concerning sexual behaviors—are male (Plummer & Cossins, 2018). Such issues are of concern in developing countries that have patriarchal social norms. CSA has a representative effect on families and communities (Blakemore et al., 2017) that can be exacerbated in societies that emphasize the needs of group members and attach importance to the interrelationship of individual priorities due to the value placed on community engagement. Such lifelong effects for male and female victims, coupled with alarming prevalence rates globally, indicate the need for effective interventions, policies, or strategies targeted for the Prevention of sexual abuse of boys and girls in developed and developing countries.

### **Comparison of CSA prevention curriculum policy implementation in developing and developed countries**

Mathews ' literature review in Russell (2020) states that some countries have good prevalence data (Russell et al., 2020). If there is prevalence data, it is usually expressed as a range, given the different definitions, methodologies and data reporting mechanisms used in the studies. The results of literature studies from developed countries showed lower prevalence rates for boys and higher for girls, compared with developing countries examples, prevalence in Scandinavia was reported to be between 3% and 23% for boys, and between 11% and 36% for girls; in Japan-4.1% for boys and 10.4-60.7% for girls for non-penetrative CSA and in the United States-5.1% for boys and 26.6% for girls. The findings of the Zafar (2021) literature show that capacity building systems are built in Upper and high middle-income countries, while low-income countries struggle with this system, the Philippines has a better structured system. The Child Protective Services Process is largely similar except for the availability of multidisciplinary teams, which are lacking in lower-middle-income countries and even in upper-middle-income countries. These teams function relatively well in high-income countries although the leading roles in these teams differ from country to country. There are many challenges in managing these teams in lower-middle-income countries. Child protection

systems are also fairly well built in upper-middle-income countries whereas gaps are seen between policy and implementation in lower-middle-income countries. Although prevention efforts are better in upper-middle-income, lower-middle-income countries try to combat violence against children according to their priorities, some succeeding better than others (Zafar et al., 2021). Other findings suggest that prevalence rates in developing countries give a worse picture than those in developed / Western countries (Russell et al., 2020). An education free from sexual violence has generated concern around the world, which can be observed through research around this topic carried out in both developed and developing countries such as the United States, the United Kingdom and Chile (Torres, 2020).

The findings of Zafar (2021) study were obtained through interviews with ten informants who were former or are members of the ispcan executive board representing the US, UK, Switzerland, Lebanon, Turkey, South Africa, Philippines, India, and Pakistan who are leading experts in the field of child protection. In Switzerland there are already arrangements to improve the welfare of child protection, but the management of multidisciplinary teams in dealing with CSA cases takes a long time, the government is working to increase the awareness of teachers and parents in recognizing CSA and clarify the procedures that must be applied in protecting children. In the United Kingdom, similar to Switzerland, health, education and police organisations have a legal obligation to work closely with local authorities in safeguarding and improving the welfare of children in local authority areas, and multidisciplinary teams focus on children and families. In the United States it is common to use multidisciplinary teams as collaborative efforts in which policies and procedures are centrally organized to ensure thorough assessment, risk evaluation, and safety protection plans. In Qatar families, doctors, psychologists, police and educators are involved in case planning and the same team is involved in the provision of child protection services, in Lebanon, the child protection services process includes admission, initial and family assessment, case planning, service provision, and evaluation of family progress and case closure. The pediatrician and nurse are responsible for the intake procedure. The main responsibility of child protection is assigned to the Ministry of family and Social Services in Turkey. They have a coordinating body with representatives from other ministries such as the Ministry of Justice, the Ministry of internal affairs, the Ministry of Health, etc.

In South Africa, child protection services are regulated differently as social service professionals assume most of the responsibility for child protection. The involvement of psychologists or mental health professionals in multidisciplinary teams is also rare because it is an expensive service and cannot always be provided by the victim's family. The services of lawyers have also been used on rare occasions. In the Philippines, The Child Protective Services process includes admissions, initial and family assessments, case planning, service provision, and evaluation of family progress and case closure. The social worker is responsible for the admission procedure. In the initial assessment pediatricians, social workers, and police are involved whereas in the family assessment and evaluation of family progress only social workers are involved. Pediatricians, psychologists, social workers and police collaborate in case planning and service provision. In Pakistan, multidisciplinary teams function in only one child protection unit. The Unit is present at the children's hospital and is provided with technical assistance by PAHCHAAN, a local non-profit organization working for children's rights (Zafar et al., 2021).

## Conclusion

The results of the literature analysis indicate that developed countries have made substantial progress in establishing curriculum policies targeted at efficiently preventing child sexual abuse. These nations have effectively crafted pedagogical programs that prioritize heightening children's knowledge around sexual violence while instructing them on the appropriate methods for reporting abuse. Developing countries face challenges in enacting curriculum policies to combat child sexual abuse due to cultural factors, limited understanding



of sexual harassment, and resource constraints. It is crucial to craft strong, effective policies to address this issue. Developing countries face challenges in enacting curriculum policies to combat child sexual abuse due to cultural factors, limited understanding of sexual harassment, and resource constraints. Developing nations should confront the distinct challenges they face and adjust their strategies to fit their distinct circumstances. Moreover, the authors advocate for collaboration between developing and developed countries to approach this crucial issue.

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## Lampiran

Tabel 2. Integrative Review Research Results

No	Authors, Years	Population & Sample	Research Title	Type Research	Findings Research	Citation Journal
1.	(Leslie M. Tutty, Danielle Aubry & Laura Velasquez, 2020)	6198 children in 50 schools of Calgary, Canada.	<i>The "Who Do You Tell? Child Sexual Abuse Education Program: Eight Years of Monitoring</i>	<i>Quantitative Research</i>	The implementation of sex education introduction curriculum program in this study is a school-based program called "Who Do you Tell? A child sexual abuse investigation Program that has been in place for 35 years in Calgary, Canada. This article presents the results of subsequent monitoring of the results of the program over an eight-year period (2010-2017) assessing knowledge/ attitudes in 6198 children in 50 schools. The United States is working to encourage states such as the city of Calgary, Alberta, Canada to pass laws and make sexual education mandatory into school curricula (Leslie, 2019).	Taylor & Francis Group, Journal of Child Sexual Abuse
2.	(Franziska Meinck, Aja L. Murray Meinck, 2020)	The sample in this study was a three-tiered random sample of 42,194 children attending school in three grades (ages 11,13 and 16) from schools in Albania, Bosnia and Herzegovina, Bulgaria, Croatia, Greece, North Macedonia,	<i>Measuring violence against children: The adequacy of the International Society for the Prevention of Child Abuse and Neglect (ISPCAN) child abuse screening tool -</i>	<i>Quantitative Research</i>	Implementation of sexual violence prevention programs in this study there are 9 countries and partial scalar invariants that measure and assess sexual violence except Turkey.	Science Direct



No	Authors, Years	Population & Sample	Research Title	Type Research	Findings Research	Citation Journal
		Romania, Serbia, and Turkey.	<i>Child version in 9 Balkan countries</i>			
4.	(Patricia, Regine Grytnes, Lars Peter S. Andersen, 2018)	The sample of this study, totaling 26 people (teachers, educators, teacher assistants, special advisers and trade union or safety representatives) participated working in 5 special education schools.	<i>Violence prevention in special education schools – an integrated practice?</i>	<i>Quantitative Research</i>	The results showed that stake holders in special education schools use CSA preventive strategies. The implementation of the prevention model used uses an integrative violence prevention model that operates at 3 different levels : conceptual Level, rational level and interactive level.	Science Direct
5.	(D. Russella, D. Higgins, A. Possob, 2020)	Developed countries and developing countries	<i>Preventing child sexual abuse: A systematic review of interventions and their efficacy in developing countries</i>	<i>Quantitative Research</i>	Developing countries need an evaluation that addresses the efficacy of government-led CSA prevention interventions by integrating broader stakeholders to reduce the actual prevalence of sexual violence against children or to protect children from CSA. Developed countries such as the US, Australia and countries throughout Europe have 40 years of experience in researching and developing interventions in the Prevention of CSA.	Science Direct
6.	(Draugedalen et al., 2021)	The sample of 19 informants from 6 schools participated in focus group interviews at their	<i>Preventing harmful sexual behavior in primary schools:</i>	<i>Quantitative Research</i>	The study shows that the following three policy initiatives need to be	Science Direct

No	Authors, Years	Population & Sample	Research Title	Type Research	Findings Research	Citation Journal
		respective schools in the southeastern region of Norway in May and June 2019. The 15 informants were primary school teachers, three principals and one principal a social worker.	<i>Barriers and solutions</i>		prioritized: (1) Training on healthy, problematic and dangerous sexual behavior is mandatory in all cooperating schools and institutions; (2) Cross-disciplinary legal cooperation between the school and the relevant agencies is being enhanced; (3) National guidelines for the Prevention of sexual violence in schools, creating an overarching structure, to be developed and implemented.	
7.	(Christine Weingarten, Jina Rabago, Jasmine Reynolds, 2018)	The study used survey data from teachers and other school personnel (n = 127) to analyze the usefulness of the train-the-trainer socialization model for sexual violence prevention programs in the state of Hawaii.	<i>Examining the utility of a train-the-trainer model for dissemination of sexual violence prevention in schools</i>	<i>Qualitative Research</i>	Prevention of sexual violence in Hawai'i: using the train-the-trainer model in Hawai'i, the Sex Abuse Treatment Center (SATC) developed, in collaboration with the Hawai'i Department of Education, a prevention program, consisting of four separate curricula (grades K-2; grades 3-5; middle school; and high school) aimed at preventing sexual violence. Each curriculum is designed to be developmentally appropriate for the specific age group	Science Direct

No	Authors, Years	Population & Sample	Research Title	Type Research	Findings Research	Citation Journal
					targeted. The kindergarten through 2nd grade curriculum includes three lessons that focus on teaching children body awareness and safety through two rules: 1) no one should touch my private parts unless it's to keep me healthy, and 2) no one should ask me to keep secrets about touching.	
8.	(Melissa A. Bright, Alexander Roehrkas, 2022)	26 states implementing sexual violence prevention education	<i>Child abuse prevention education policies increase reports of child sexual abuse</i>	<i>Quantitative Research</i>	Twenty-six states implemented school-based child sexual abuse prevention education as of December 31, 2019, the end of our study period, compared with 24 states that had not implemented by that time.	Science Direct
9.	(Bustamante et al., 2019)	Children aged 7-12 from six public primary schools in Ecuador were cluster-randomized to receive the intervention between October and November 2016.	<i>"I have the right to feel safe": Evaluation of a school-based child sexual abuse prevention program in Ecuador</i>	<i>Quantitative Research</i>	The "I have the right to feel safe" self-protection Program can improve CSA prevention efforts six months after the intervention is completed. CSA prevention materials in the program: increase self-esteem, identify the personal safety net of trusted adults, distinguish between good and bad secrets,	Science Direct

No	Authors, Years	Population & Sample	Research Title	Type Research	Findings Research	Citation Journal
					identify appropriate and inappropriate touching, avoid risky situations, practice the right to say "no", expose abuse, and acknowledge that abuse is never the child's fault.	
10.	(Bright, Sayedul Huq, et al., 2022)	The sample included 162 school teachers	<i>School-based child abuse prevention: The role of school climate in intervention outcomes for teachers</i>	<i>Quantitative Research</i>	The results of the current study show that the Second Step Child Protection Unit is an effective intervention to improve teachers' knowledge and attitudes towards reporting allegations of violence against children. In addition, the findings add to the literature on child abuse prevention by showing that school climate plays a role in the effectiveness of interventions for teachers.	ERIC (Educational Resources Information Center)
11.	(Guastafarro et al., 2023)	Sample of 14,235 graders	<i>Taking a School-Based Child Sexual Abuse Prevention Program to Scale: a Cost Analysis</i>	<i>Quantitative Research</i>	Safe Touches, an evidence-based universal prevention program, was implemented in four locations (i.e., counties) in one mid-Atlantic state.	ERIC (Educational Resources Information Center)
12.	(Cohen & Katz, 2023)	Childhood	<i>What Messages Are Communicated to Children in Maltreatment Prevention Programs? Conclusions of a Scoping Review</i>	<i>Qualitative Research</i>	The results of the literature study in this study show that most of the programs are school-based and focus on the Prevention of child sexual abuse (CSA)	Scopus



No	Authors, Years	Population & Sample	Research Title	Type Research	Findings Research	Citation Journal
					with much less attention given, and most programs do not promote active participation of parents.	
13.	Kate Guastafarro, Stacey L. Shipe, Christian M. Connell1, dkk (2023)	Population in the study of 718 classrooms in 92% of district schools, the sample reached ~14,235 second graders.	<i>Implementation of a Universal School-Based Child Sexual Abuse Prevention Program: A Longitudinal Cohort Study</i>	<i>Quantitative Research</i>	The results showed that a one-session universal school-based CSA prevention program can effectively improve children's knowledge if applied and disseminated on a wide scale and knowledge acquisition can be maintained 12 months post-intervention.	Scopus